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ABSTRACT

This is one of three volumes of instructional games devised to further the development of childrens' listening, logical thinking, problem solving, and effective oral communication skills. The games are designed to create a relaxed, informal setting in which teachers can encourage and support children's natural speech and provide language activities that have relevance to children's own experiences and other real life situations. The games in this volume are intended to stimulate the conceptual skills of question asking, remembering, verifying, and inferring and the social skills of listening to and exchanging information with other players. In addition to descriptions of 13 games, the manual contains suggestions for content area applications of the games, a conversation games checklist for evaluation, and suggestions for correcting practices shown by the checklist to a need improvement. (FL)

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CONVERSATION GAMES, VOLUME I

PEOPLE TIMES

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INTRODUCTION

The Interdependent Learning Model (ILM), an humanistic approach to education, emphasizes the development of: cooperative, independent and interdependent behavior; problem-solving skills; positive self-concepts; and positive attitudes toward learning. In model classrooms instructional games are a major vehicle for teaching and learning academic behaviors and skills. The CONVERSATION GAMES are games designed to further the development in children of listening skills, logical thinking, problem-solving attitudes, and effective verbal communication. Like other model games they have rules that encourage equitable interactions among players and permit the control of play to be easily transferred from teachers to children.

In the CONVERSATION GAMES the communication process, the transmission of thought or knowledge between persons is emphasized rather than the components of language - grammar, vocabulary and sentence structure. The games are one method by which children can learn to become proficient in the use of oral language.

Adults may find that, at first glance, many of the games appear simple perhaps even too easy. They may be, for adults, <u>but are not for young children</u>. In order to play the games successfully the players must learn and systematically use a variety of complex logical or reasoning concepts. Among other things, the games require the players to observe, compare, and analyze information. In order to organize the information, or to integrate it with other data they must interpret, classify, summarize and form hypotheses. Children engage in these processes unconsciously in the course of normal growth and experience. An extremely important function of the CONVERSATION GAMES is that they provide

structured practice in these conceptual processes and their conscious application to academic subjects.

Because each player must necessarily interact directly with all other players and learn ways of responding (i.e., listening carefully to different content and personal communication styles, processing the information, and replying appropriately) the games also promote social skills. The players are able to practice roles, styles, and strategies for social behaviors within the miniature social systems which the games create. The social features of the games are in harmony with the model goals of teaching young children interdependent and cooperative behavior.

There is a commitment in the Interdependent Learning Model to foster the cultural styles of the children in its classrooms. The language of the children which may differ radically from "standard" English, is an alternate, natural and perfectly legitimate way of saying the same thing. Non-standard "English" in fact, often carries meaning more efficiently and accurately than more "standard" forms of the language. What is most important in playing the CONVERSATION GAMES is how accurately, effectively and eagerly the players communicate, not the style or form of the communication. It is, therefore, inappropriate to "correct" or ask a player to "transform" messages spoken in non-standard English into standard English. To do so certainly interrupts the flow of communication and---even worse---may be harmful to a player's self-image. Adults must respond respectfully to children's contributions if they want to encourage both the ability and the desire to communicate. Fluency in communication is developed through stimulation and support of the children's natural speech.

The CONVERSATION GAMES manuals contain a variety of game formats. Game formats are the structures and rules for games, which, once learned can be used to teach and learn many different kinds of information. They provide teachers with a structured, sequenced method for developing both oral communication and logical thinking skills. Their rules are easily taught. By playing the games children are encouraged to learn about each other, about "academic" subjects, or any topic they choose. The games require the involved, thoughtful use of language. They help to create a relaxed and informal setting in which teachers can encourage and support the children's natural speech, and provide purposeful language activities which have relevance to the children's own experiences and other real life situations.

It is hoped that teachers and children will enjoy the games and play them often.

HOW THE CONVERSATION GAMES ARE ORGANIZED

The CONVERSATION GAMES are divided into three volumes: PEOPLE TIMES, EXPERIENCES, and SOLUTIONS. Each volume emphasizes certain kinds of verbal communication.

			CONCEPTUAL SKILLS	SOCIAL SKILLS
Volume I	PEOPLE TIMES:	EXCHANGING INFORMATION	asking questions, verifying, remembering, inferring	listening to and exchanging information with players.
Volume II	EXPERIENCES:	USING IMAGINATION	associating, improvising, role playing, elaborating	sharing imagination with others and collaborating on improvisations, stories and dialogues.
Volume III	SOLUTIONS:	SOLVING PROBLEMS COOPERATIVELY	analyzing, planning, comparing, constructing	working cooperatively with other players to solve a problem.

To summarize: PEOPLE TIMES stimulate the active seeking, exchanging and verifying of information; EXPERIENCES, the use and sharing of imagination; and SOLUTIONS, cooperative and creative problem solving. Although, each volume builds to an extent upon the skills developed in the preceding manual, it is not necessary to follow a fixed sequence in order to use the games effectively. What is most important is that the teacher understand the objectives for each game and use the game because it will help meet the instructional needs of his or her class. A suggested sequence is provided, however, for presenting the games within each volume.

USING THE CONVERSATION GAMES

PREPARATION

The best preparation for teaching the CONVERSATION GAMES is to learn to play them first with a group of other adults. The games should be introduced to the children only after the teacher is familiar and comfortable with them.

PRESENTATION

The CONVERSATION GAMES should be presented using the technique "Teaching From Within." Teaching From Within is a method for teaching games by participatory modelling. The teacher acts as one of the players who, by example, rather than by verbal instruction, explains the rules and shows how the game is played to the other participants.

GROUPING

Small groups of six to eight players are ideal for playing the CONVERSATION GAMES.

TRANSFER OF CONTROL

Transfer of Control from the teacher to the children occurs when the children are able to play a game independent of adult supervision. This includes their being able to do the following:

A) Assemble the materials.

B) Know the rules and when they are not being followed.

C) Respond to and evaluate statements made by other players.

D) Teach or review the game for others.

GAME MATERIALS

The CONVERSATION GAMES do not require elaborate materials. It is suggested that all the materials be kept in a labelled box. As the children become familiar with each game, the materials for that game should be placed in the box which the children can decorate with pictures or drawings. The box should be kept in a place accessible to the children, perhaps in a special conversation area---a quiet spot, near a rug or corner where the players may sit and play comfortably.

SCHEDULING

The CONVERSATION GAMES are designed to be played for relatively brief periods of time (10 to 30 minutes). They can be used both to teach or reinforce specific curriculum content, as a part of structured lesson periods, and as free choice activities. It is hoped that once they are learned, they will be used as often and as flexibly as possible.

HINTS FOR THE TEACHER

1. Introduce the introductory activities and game formats to small groups of children by playing the games with the children.

2. Talk with, not at, the children. Offer comments in as natural a way as possible. Use questions to find out something rather than as a way to test the children.

3. Never force children to participate or reprimand them for not participating. Better results will be obtained when players are allowed to join in as they feel comfortable.

4. Keep in mind that each section stresses certain skills and attitudes. Try to model those attitudes. In PEOPLE TIMES, the emphasis is on being an active information seeker: in EXPERIENCES, a spontaneous and imaginative person, and in SOLUTIONS, a creative, cooperative problem solver.

5. Share the goals of the game with the children. Reinforce the concepts and skills at other times during the day.

6. Whenever possible, allow the children to choose the content as well as the game to be played. The games are good vehicles for sharing opinions, experiences and feelings as well as for mastering academic information and concepts.

7. Playing the games with the children gives the teacher a way to learn about the thoughts and experiences of the children. This information allows the teacher to better relate academic content to things with which the children are familiar.

8. Acknowledge and praise competent behavior and encourage the children to do likewise.

9. Encourage the use of open-ended rather than closed questions. Closed questions require only yes, no, or brief answers and imply an expected answer. Although, a few games do require closed questions, most lend themselves better to open-ended explanatory questions.

10. Don't be discouraged if at first the verbal interchange during the games is somewhat stilted. Strive for a free, enthusiastic flow. It sometimes takes a while to become accustomed to using a conversational style.

PEOPLE TIMES

The PEOPLE TIMES games help children become more comfortable and more practiced at cooperatively seeking and exchanging information. The games teach or reinforce the use of observation, questioning, verification, comparison and inference. They are divided into three sets organized around four basic skills: asking questions, combining new information, and organizing and extending new information. The games should be introduced with familiar content---the players' own experiences or information with which they are already acquainted. Once the skills are mastered by the players, they should be used to teach or reinforce new academic content as well.

Below is a suggested sequence for introducing the PEOPLE TIMES games:

SET I - ASKING

1. Look
2. Neighbor
3. Spin the Question
4. Yesterday

SET II - COMBINING

5. Statement/Question Dice
6. Same/Different
7. Conversation Question Dice
8. Detective

SET III - ORGANIZING AND EXTENDING

9. Walking Telephone
10. The Bag
11. Information Question Dice
12. Starting From The Answer
13. My Feeling

PEOPLE TIMES MATERIALS

MATERIALS	GAME
A bottle or spinner for establishing turns.	Look, Neighbor, Yesterday, The Bag, Detective, Same/Different, Starting From The Answer, My Feelings
A bottle (or spinner) with a question mark on the neck and a period or dot on the other end.	Spin the Question, Conversation Question Dice
A die (or spinner) with question marks and periods on it.	Statement/Question Dice
A cloth or paper bag.	The Bag
Three Dice with question words written on them. What, Where, When, How, Who, Why, Do, Does, Is, Was, Can, Will, Have, Would, Could, Which, Should, If.	Conversation Question Dice, Information Question Dice
A set of numbered tags, pins (optional)	Walking Telephone

As the children learn to play each game, the materials for that game should be placed in a PEOPLE TIMES BOX which can be kept near a quiet spot accessible to the children.

PEOPLE TIMES SPINNER

A PEOPLE TIMES spinner may be used to help the children select games to play. This can include the names of all the PEOPLE TIMES games or only those with which the children are familiar. At least one FREE CHOICE segment should be included. When the pointer lands on FREE CHOICE, the children can select

the PEOPLE TIMES game they would like to play.

SIMPLE SPINNER

COMPLETE SPINNER

When the complete spinner is used, the names of the games the children have not yet learned can be covered with tape. As a game is introduced, its name should be uncovered. The PEOPLE TIMES spinner should be kept in a PEOPLE TIMES box with the other game materials.

PEOPLE TIMES SKILLS

The PEOPLE TIMES games are particularly good for teaching and expanding oral comprehension skills. These are the same skills used in understanding written materials. Following is a list of skills along with the suggested PEOPLE TIMES games that can be used to improve each skill. This list is not exclusive; other PEOPLE TIMES games may be found to be equally useful for developing and reinforcing a particular skill.

VERBAL AND CONCEPTUAL SKILLS	PEOPLE TIMES GAME
1. Observing	Look
2. Classifying	Same/Different
3. Recalling	Neighbor
4. Describing	Yesterday
5. Using context clues, infering	Detective
6. Asking related questions	Spin the Question, Conversation Question Dice
7. Understanding cause/effect relationships	Walking Telephone
8. Organizing information	Information Question Dice
9. Empathizing	My Feelings
10. Deductive reasoning	Starting From the Answer
11. Hypothesizing	The Bag, Detective

1. LOOK

Babies watch everything carefully. This is how they learn about the world and the people in it. Acquiring, organizing and verifying information through observation continues throughout life. Look builds on the use of sight to acquire and process information. It increases awareness of careful and precise observation as a learning tool.

LEARNING OBJECTIVES

To observe for detail.

To ask a variety of questions based on observation.

To develop visual recall.

GAME MATERIALS

A bottle

Objects or pictures

GAME DIRECTIONS

1. Everyone sits in a circle. An object or person is chosen for the group to examine.

2. The group looks at the object for about one minute.

3. One person spins a bottle to find the Answerer. The object, picture, or person being examined is placed in back of the Answerer so that he cannot see it, but in full view of the other players.

4. The Answerer calls on the members of the group whose hands are raised to ask a question about the appearance of the object or person. (For example: "How many colors are in Cheryl's dress?") The Answerer attempts to answer the question without looking at the object or person, and then asks the group, "Am I right?" If the Answerer's response is incorrect or incomplete, the players should give the Answerer the correct information.

5. The Answerer continues to call on different members of the group to ask a question until each player has had a turn. (The Answerer should call on the players whose hands are raised and encourage the others to ask questions.)

6. To start the next round, a new object or person is selected for examination and a new Answerer is chosen. The game can continue until each player has had a turn to be the Answerer.

SAMPLE GAME

The person being looked at is Cheryl, a girl in the group. The Answerer calls on Bruce, who has his hand raised.

Answerer:	*"Who would like to ask me a question? OK, Bruce."*
Bruce:	*"How many different colors are there in Cheryl's dress?"*
Answerer:	*"I know there are a lot of colors; I think it has red, yellow, black, green and brown in it. So there are five colors in her dress. Am I right?"*
Bruce:	*"Right, there are five colors in Cheryl's dress."*
Answerer:	*"Now Linda, ask me a question."*
Linda:	*"What does Cheryl have on her legs?"*
Answerer:	*"She has on socks. Am I right?"*
Linda:	*"No, she has on black tights."*
Answerer:	*"Carl, ask me something."*
Carl:	*"What does Cheryl have on her feet?"*
Answerer:	*"She's wearing black shoes. Am I right?"*
Carl:	"Yes."

HINTS FOR THE TEACHER

I. Introductory Activities

a) Talk about the characteristics of open-ended questions---i.e., questions that elicit more information than a yes/no response. If a yes/no question is asked, let it be answered, but then give the player a chance to ask it again in a way that allows the Answerer to give more information. Suggest that children ask "harder questions" questions which require more information from the Answerer. (e.g. "What colors are in her dress?")

b) Review the categories by which we can observe and describe what we see, e.g., color, shape, size, texture, composition and function or use.

c) Select an object. Have the children look at it carefully and then guide them in asking different questions about what they see.

2. Other Hints

a) If the children imitate each other by asking only one type of question (e.g., color), let it go for a while, then say, "We've all been asking color questions. What else can we learn by looking at this?"

HINTS FOR THE TEACHER (continued)

b) In order to demonstrate how much information can be acquired by careful observation, the group may keep a list of all they found out about a given object or person by playing one round of the Look game. Make a chart headed LOOKING ---

BY LOOKING WE FOUND OUT THAT CHERYL IS WEARING

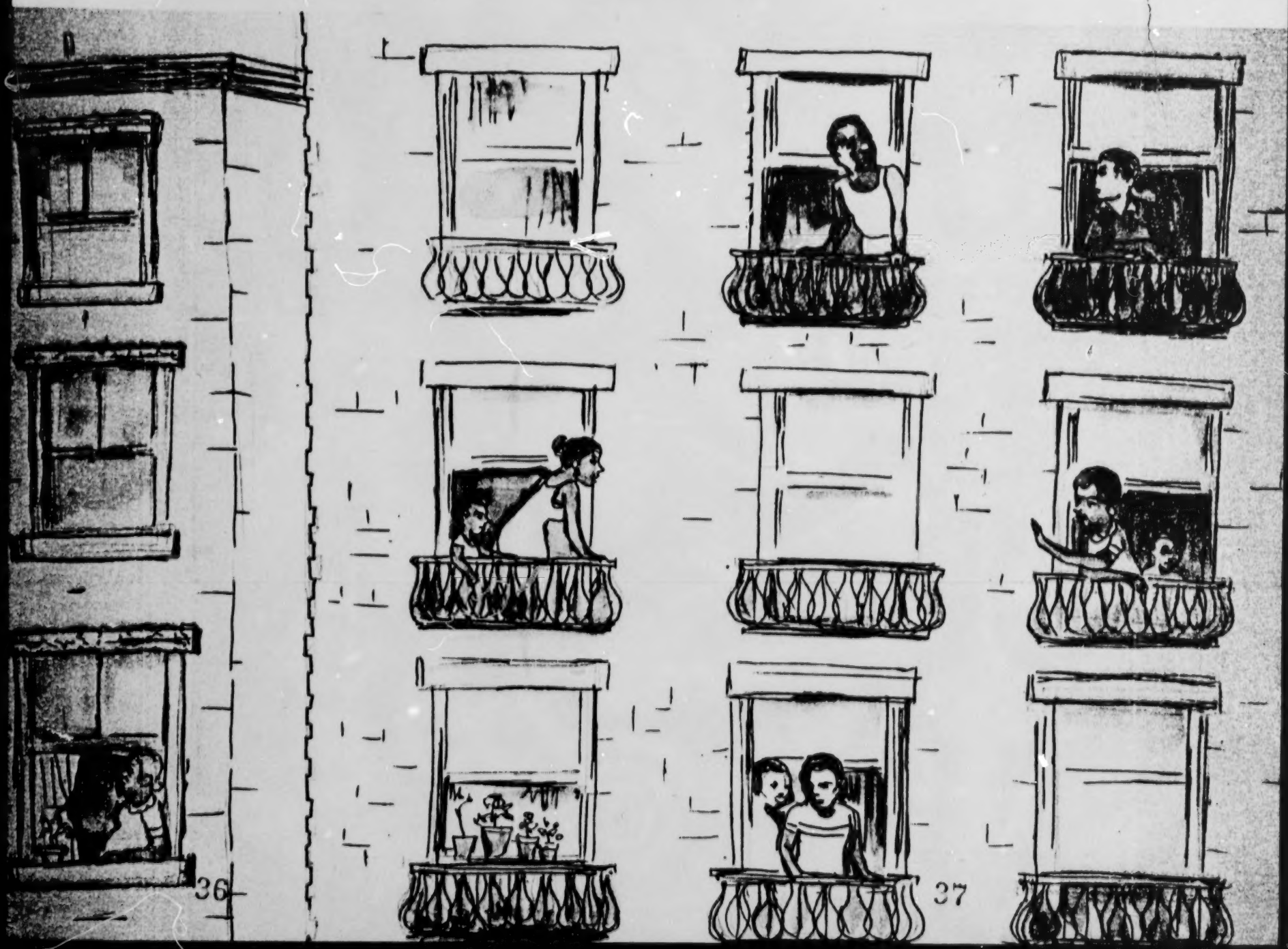
a dress that is red, yellow, black, green, and brown.

black tights.

black shoes.

a red ribbon in her hair.

a black belt



2. NEIGHBOR

One way to learn about a person, topic or thing is to ask questions which will help reveal significant information. In Neighbor, the players are encouraged to ask relevant questions and to remember what they find out. This PEOPLE TIMES game uses the theme of"neighbors", people who live or work near each other, and the desire to know one's neighbors better as the context for developing questions, obtaining and remembering answers. As one child pointed out, "The purpose of this game is to find out what your neighbors feel or think about things."

LEARNING OBJECTIVES

To ask questions to learn more about the other players.

To recall different answers to the same question.

GAME MATERIALS

A bottle

GAME DIRECTIONS

1. Everyone sits in a circle.

2. One person spins a bottle to find the "Questioner."

3. The Questioner makes up a question to ask the Neighbors, usually three to five other players, and announces the question to the group.

4. The Questioner asks each player the question e.g., "Wanda, what is your favorite food?" then listens carefully and tries to remember all of their answers.

5. After all the Neighbors have answered the question, the Questioner tells what has been learned about them (e.g., "Wanda said her favorite food is fried chicken. John's favorite food is chocolate ice cream, and Miss Robinson's favorite food is steak."). The Neighbors should confirm the correctness of what the Questioner said. If a Questioner is unable to remember what she was told she may ask the other members of the group to help her.

6. The Questioner then spins the bottle to choose a new Questioner, who makes up a new question.

7. The game can continue until everyone has had a chance to be the Questioner or as long as the group wants to play.

SAMPLE GAME

Questioner: *"I'd like to know your favorite color"*
"Harold, what's your favorite color?"

Harold: *"Blue, because it reminds me of the water."*

Questioner: *"Yvonne, what's your favorite color?"*

Yvonne: *"Orange. It's so bright and cheery."*

Questioner: *"Scottie, what's your favorite color?"*

Scottie: *"I like yellow. It reminds me of the sun."*

Questioner: *"Harold's favorite color is blue. Yvonne likes orange and Scottie likes yellow."*
Am I right?

Group: *"Yes."*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Begin by discussing the concept of "Neighbor"---someone who lives or works nearby. Then ask the children: "What would you like to learn about your neighbors?" The children can suggest a large set of questions which they might ask their neighbors. These questions may be written down. After playing the game a few times the players will have few problems thinking up questions of their own.

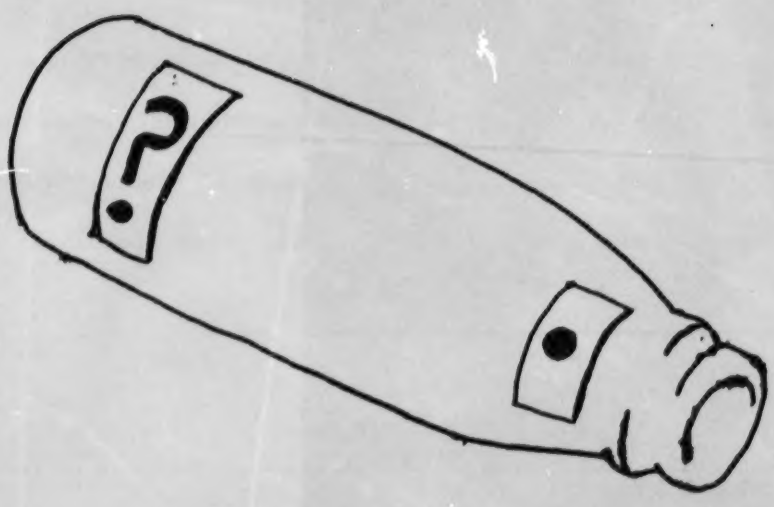
   b) Help the children ask questions that require more than a "yes" or "no" answer.

2. Other Hints

   a) Players will be more likely to ask for help when they need it if the teacher models this behavior by asking the other players for help while introducing the game (e.g., "John said he makes friends by smiling and I know Carol said she did something else. Can anyone help me remember what she said?"). The teacher may remind participants to ask for help (e.g., "Samuel, if you don't remember what Richard told you, ask someone for help. Ask if anyone remembers what Richard said."). If no one remembers, the person who answered the question may be asked to repeat what he said.

HINTS FOR THE TEACHER (CONTINUED)

b) If very young children have trouble remembering many different answers, make the game a little easier. The Questioner should ask only three "Neighbors" for answers. After the children are able to play this version easily, the more difficult version in which the Questioner must ask and remember answers from everyone in the group can be introduced.



3. SPIN THE QUESTION

Asking questions is a good way to learn more about something. In Spin The Question the players ask two related questions of each other that help expand what they know.

LEARNING OBJECTIVE

To ask two related questions.

GAME MATERIALS

A bottle or other spinner with a question mark (?) on one end and a period (.) on the other. The question mark and period can be written on strips of paper and taped on the bottle.

GAME DIRECTIONS

1. The group prepares two related questions (e.g., "What is your grandmother's name?" and "What does she do?"). The questions may be related to their own experiences or any agreed upon topic.

2. One person spins the bottle to find a "Questioner" and an "Answerer".

3. The "Questioner", the player in front of the question mark, asks the "Answerer", the player in front of the period, the first question. The "Questioner" listens to the answer, then asks the second question related to the first answer.

4. The "Answerer" spins the bottle to find the next pair.

5. The game continues until everyone has had a turn to be either a "Questioner" or an "Answerer".

SAMPLE GAME

Questioner: *"What is your favorite game?"*

Answerer: *"Baseball."*

Questioner: *"Where do you play it?"*

Answerer: *"In the park, near my house."*

The "Answerer" then spins the bottle to find the next pair.

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Have the children practice developing two related questions about one topic. The entire group should evaluate whether the questions are, in fact, related and suggest alternatives, if necessary. Individual children can take turns presenting two related questions to the group.

2. Other Hints

   a) Be sure to encourage the Questioners to ask open-ended questions so that the Answerers can give expanded rather than one word answers (e.g., Open: "Why do you like going to your grandmother's?" Closed: "Do you like to go to your grandmother's?").

   b) The same questions may be asked or different questions can be made up each time there is a new Questioner and Answerer.

   c) After the players are familiar with Spin the Question, the teacher may suggest that the Questioner think of only one question and that the second question follow from what the Answerer says in response to the first question. This allows the players to ask questions more spontaneously.

4. YESTERDAY

In Yesterday the players develop an extended conversation about their own experiences---not about what they've heard, but about things that have actually happened to them.

LEARNING OBJECTIVES

To tell about one's own experiences.

To ask related questions.

GAME MATERIALS

A bottle

GAME DIRECTIONS

1. Everyone sits in a circle.

2. One person spins the bottle to select the first player who tells the group three things she did yesterday. She then asks the group, "Does anyone have any questions to ask me about my yesterday?"

3. She calls on each player to ask a question and answers each question in turn. The questions must be related to what has been already said. The conversation can continue until it seems to reach a natural ending.

4. The speaker then spins the bottle to find the next player to tell about "Yesterday". The game can continue until each person has had a turn to tell about his or her "Yesterday".

SAMPLE GAME

Frances: *"Yesterday I visited my grandmother. I had dinner at her house and then I spent the night."*
"Does anyone have any questions to ask me about my yesterday?"

Howard: *"What did you eat for dinner at your grandmother's?"*

Frances: *"Fried chicken."*

Howard: *"I didn't hear you, what did you say?"*

Frances: *"I had fried chicken for dinner. Who has another question?"*

Sam: *"Who else was at your grandmother's?"*

Frances: *"My brother."*

Yvonne: *"What did you do after dinner?"*

Frances: *"Me and my brother watched TV."*

Carol: *"What did you watch?"*

ETC.

HINTS FOR THE TEACHER

a) Sometimes children are so intent on telling about their own "Yesterdays" that they may not listen carefully to what the other players are saying. The teacher will need to very carefully create a situation which encourages the players to listen to each other.

b) The players should call on each other, ask each other to repeat and assist each other in pointing out questions that are off the topic.

c) The players should be encouraged to address each other by name.

d) The players should be encouraged to ask open-ended questions. Other games which provide practice in asking open-ended questions are Look, Neighbor and Spin the Question.

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5. STATEMENT/QUESTION DICE

When asked to give either a statement or a question, many children have trouble discriminating between them. Statement/Question Dice helps them to focus on making statements or asking questions without having to worry about the appropriateness of either the statement or the question. Emphasis in this game is on the correct form not on the content.

LEARNING OBJECTIVES

To practice formulating statements or questions as required.

To correctly label statements or questions.

GAME MATERIALS

A bottle

A die or spinner with two different signs on it (each repeated at least two times). The signs may be question marks and periods two different colors or anything else.

GAME DIRECTIONS

The first time the game is played, directions must be given for the signs on the die. (i.e., "The color blue means that you ask a question. The color red means that you make a statement.")

1. Everyone sits in a circle.
2. One person spins the bottle to find the first player.
3. The first player throws the die and makes either a statement or asks a question, depending on what sign shows on the top of the die. He asks the group, "Am I right?" The group tells him if he has responded correctly.

   NOTE CAREFULLY:

   When a player responds to the signal by asking a question, that question is not answered by anyone. The player is told only whether or not he has followed the direction correctly. Answering the question at this time would distract from the focus of this activity (i.e., the difference between questions and statements as forms of verbal behavior).

4. The first player spins the bottle to choose the next player. The game continues until everyone has had a turn to throw the die.

SAMPLE GAME

The first player throws the die. A question mark (?) comes out on top.

Player: *"Is today a sunny day? Am I right?"*

Group: *"Yes. The sign said to ask a question."*

The next player throws the die. A period (.) is on top.

Player: *"Do you like chicken? Am I right?"*

Group: *"No. The sign said to make a statement. You asked a question. Try again."*

Player: *"I like chicken. Am I right?"*

Group: *"Yes."*

HINTS FOR THE TEACHER

1. Introductory Activities

a) Give the children practice in identifying statements made or questions asked about an object before introducing the die. For example, place a toy in the middle of the circle and ask the children to make statements and/or ask questions about the toy. Ask the group to decide whether the child has asked a question or made a statement.

b) Discuss other familiar terminology for the words "question" and "statement" such as, "tell" or "ask".

c) Ask the children to transform the content of a question to a statement and vice versa (e.g., "It's three o'clock." "Is that a question or statement?" "A statement." "How can we change it to a question?" "Is it three o'clock?").

c) Remind the children that they produced many questions and statements while playing Look, Neighbor, Spin the Question and Yesterday.

C8

C9

6. SAME/DIFFERENT

This PEOPLE TIMES game helps players explore the similarities and differences between two objects. In Same/Different the kinds and numbers of relationships observed and described are often amazing.

LEARNING OBJECTIVES

To observe for detail.

To compare two objects.

To describe similarities between objects.

To describe differences between objects.

To classify two objects.

GAME MATERIALS

A bottle.

Two objects,pictures or people to be compared.

GAME DIRECTIONS

1. Everyone sits in a circle.

2. The two objects to be compared are placed in the middle of the circle where everyone can easily see and touch them.

3. The bottle is spun to find the first player.

4. The first player examines the two objects and names one thing about the objects which is the same. The players should be encouraged to use complete sentences, e.g., "The coffee can has writing on it, and the milk carton has writing on it."

5. In a clock-wise direction, each player takes a turn naming something which is the same about the the two objects. If a player cannot think of a statement, he can ask for help from another player or say "I pass."

6. The first player then names one thing about the objects which is different. Each player then states something different about the two objects. Any player who has trouble thinking of a response should ask the other players for assistance.

7. The game continues until each player has made two statements, or as long as the group can think of new ideas. The goal is for the group to try to make as many comparisions as possible.

SAMPLE GAME

A group of second grade children played Same/Different using two plants located in the science area. One was a geranium; the other a philodendron.

HOW ARE THEY THE SAME?

Player #1: *They are the same because they both have green leaves.*

Player #2: *They're the same because they live in dirt.*

Player #3: *They are both plants.*

Player #4: *They both need water to live.*

Player #5: *They are both in flower pots.*

HOW ARE THEY DIFFERENT?

Player #1: *They have different names. One is called a geranium, the other one is called a philodendron.*

Player #2: *One plant has shiny leaves and one plant has leaves that aren't shiny.*

Player #3: *The geranium has red flowers on it and the philodendron doesn't have any flowers.*

Player #4: *One plant is in a green flower pot and one plant is in a yellow flower pot.*

Player #5: *The geranium grows straight up tall, the philodendron is a vine.*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) This game builds on the observation skills used in playing Look. Select something, an object, picture or a person to be examined, and ask the children to make as many different statements as they can about it---how it looks, feels, tastes, smells or sounds.

   b) When the children are able to make many statements about several objects, select two and ask them to make statements which include both objects.

2. Other Hints

   a) The players should be encouraged to check the accuracy of their statements if necessary. The statement, "The shoe is heavier than the socks." can be checked by lifting or weighing them.

   b) The players should be encouraged to state their comparisons in detail. Instead of saying, "Their shoes are different colors." they should say, "His shoes are black and her shoes are brown."

7. CONVERSATION QUESTION DICE

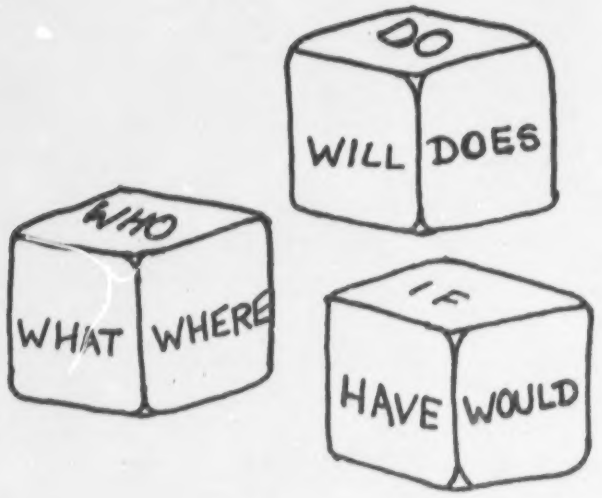
Question-asking and description are combined in this game to create a coherent conversation. Conversation Question Dice provides players with an opportunity to use group question-asking as a tool for gathering and integrating information.

LEARNING OBJECTIVES

To ask appropriate questions beginning with specific interrogatives.

To ask related questions in order to learn more about a topic.

To share one's knowledge and experiences with others.



GAME MATERIALS

A bottle with a question mark (?) on one end and a period (.) on the other.

Three dice with question words written on them.

#1: Why, What, Where, Who, How, When,

#2: Can, Was, Does, Do, Is, Will,

#3: If, Could, Would, Which, Should,

Have.

GAME DIRECTIONS

1. Everyone sits in a circle.

2. One person spins the bottle to find a "Questioner" and an "Answerer".

3. The "Questioner", the player in front of the question mark, throws one die and asks the "Answerer", the person in front of the period, a question which begins with the question word on the top of the die.

4. The "Answerer" answers the question.

5. Each player then raises his hand to ask the "Answerer" a question related to either the question or answer in order to explore the topic further. (NOTE: The die is no longer used at this point in the game. Any kind of question can be asked as long as it relates to the topic). The "Answerer" calls on each player in turn and answers his question.

6. The game continues until every player has asked at least one question or until the group has no more questions to ask.

7. The "Answerer" then spins the bottle to find a new "Questioner" and "Answerer". The game can continue until everyone has had a turn to be the "Questioner" or as long as the group wishes.

SAMPLE GAME

The "Questioner" throws the die. The word "when" appears on top.

Questioner: *"When do you get home from school?"*

Answerer: *"After 3 o'clock."*

The "Answerer" then calls on the players to ask him questions.

Player # 3: *"What do you do after you get home?"*

Answerer: *"I change my clothes."*

Player # 4: *"When do you go outside to play?"*

Answerer: *"After I do my homework."*

Player # 5: *"Where do you go?"*

Answerer: *"In front of my house."*

Player # 6: *"Who do you play with?"*

Answerer: *"My friend and his brother."*

Player # 7: *"What do you play?"*

Answerer: *"Sometimes we play ball; sometimes we just sit and talk."*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Review the question words on the die with the group.

   b) Give the children practice in throwing the die and making up several questions which start with the word which shows on the top of the die.

2. Other Hints

   a) Encourage the players to ask each other open-ended questions.

   b) Point out that the question word on the die is only the signal for the first question; the rest of the questions may start with any question word.

   c) This activity is an excellent opportunity for players to find out about each other's experiences, feelings or knowledge since it allows for in-depth questions and responses. It helps give players a sense of how to gain information.

   d) The question words on the dice become more difficult from die #1 to die #3. Introduce the activity with die #1.

   e) The players must be able to read the question words on the dice in order to play this game.

8. DETECTIVE

Sherlock Holmes is probably the most famous literary character to have made his reputation by noticing a series of apparently unrelated details and putting them together to help solve a mystery. Detective helps develop observation and inference, skills which are used frequently in everyday life.

LEARNING OBJECTIVES

To observe for detail.

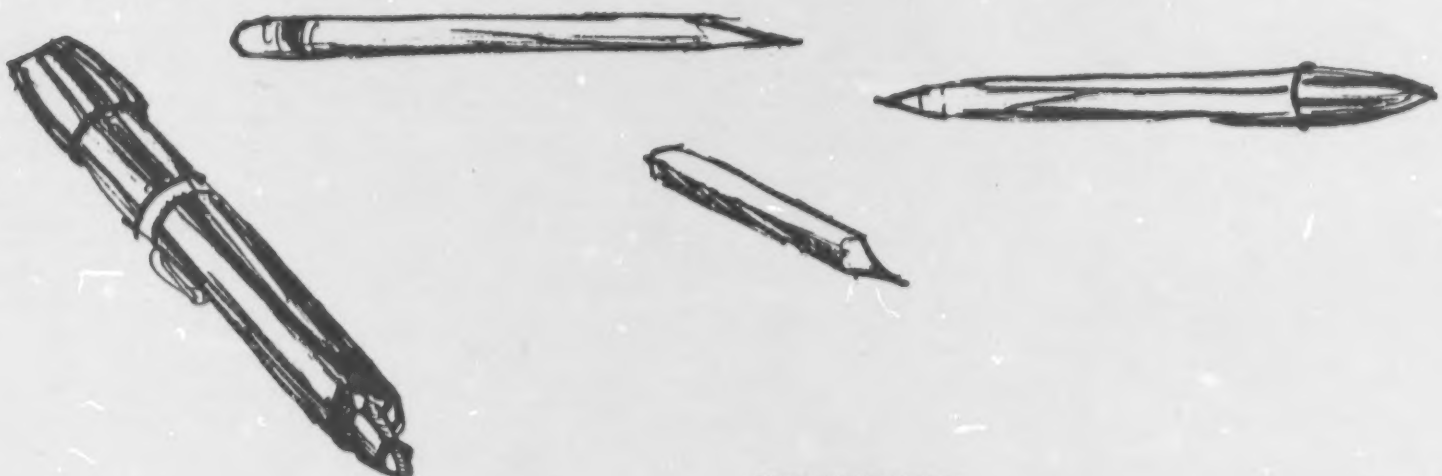
To compare several objects.

To ask questions inductively to obtain specific information.

To recall the questions asked and their answers.

To draw inferences from the answers given.

To develop a correct hypothesis based on the information given.



GAME MATERIALS

A set of at least three related objects. At first, the objects should share many visual properties and differ only in a few details.

A bottle.

GAME DIRECTIONS

1. Everyone sits in a circle. A set of related objects is selected and placed where everyone can see them. The players carefully examine the objects.

2. One person spins the bottle to find two players who become the "Detective Team". The "Detective Team" leaves the area, out of earshot and eyesight of the group.

3. The remaining players select one of the objects to be the "secret" or "mystery" (Choose whatever word seems appropriate.) that the "Detectives" must figure out. The objects are left in full view.

4. The "Detectives" are asked to return and try to determine the "secret" by asking questions that will help them figure out which one of the objects has been selected. Only questions which can be answered by "yes" or "no" can be asked (e.g., not "What color is it?" but "Does it have red decorations on it?"). The "Team" should work together to make up the questions. They can study the objects while they formulate their questions.

5. The group may select one player to answer questions for the group or each player may take a turn to respond.

6. After at least five questions have been answered the "Detectives" can try to guess the "secret". If they feel they need more clues, they may ask more questions before making a choice. If their first guess is not correct, they should ask at least one additional question and then make another choice. They may not make another guess until another question is asked.

7. If the "Detectives" solve the "secret", the game round ends. The group can then ask the "Detectives" how they figured out what the secret was. If after a second attempt, they do not correctly identify the object, the group should point out the object.

SAMPLE GAME

The objects used are a long pencil with an eraser, a shorter pencil with no eraser, a plastic ball point pen, and a red plastic marking pen.

The group has chosen the pencil with no eraser as the "secret".

Detectives: *"Does the secret have an eraser?"*

Group: *"No."*

Detectives: *"Is the secret made of plastic?"*

Group: *"No."*

Detectives: *"Is it long?"*

Group: *"No."*

Detectives: *"We think we know the secret. It's the shortest pencil."*

Group: *"Right!" "How did you know?"*

Detectives: *"You said that it didn't have an eraser, that it wasn't made of plastic and that it wasn't long. So, we knew it had to be the short pencil."*

(NOTE! The Detectives could have solved the mystery after their second question since the only object without an eraser and not made of plastic was the shorter pencil. This kind of deductive reasoning takes lots of practice.)

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Select two related objects and discuss their similarities and differences. Add a third object and have the children tell what it has in common with the other objects and how it is different. When the children can do this comfortably, select one of the objects and ask them to guess which one has been selected. Remind them that the way to find out, is to ask questions about the ways in which one object is different from the others.

   b) The skills used in Detective combine aspects of observing and describing detail as in Same/Different and Look and using those details to develop an hypothesis or guess. The players will be much better prepared to play Detective if they have had a fair amount of experience with Same/Different.

2. Other Hints

   a) Using questions systematically to learn which object is the "secret" is a rather complex skill. The players will probably need help learning which questions give more information and are, therefore, the most helpful. Point out that the "Detectives" must try to figure out which one of the objects the group has selected. In order to do this, they must ask questions that

clearly indicate which might be the "secret" and which might not. For example, in a set of four objects: a short green pencil, a long green pencil, a medium sized green pencil and a medium sized blue pencil, if the secret is the long green pencil, a good first question is: "Is it a medium sized pencil?" This eliminates two choices and leaves two choices. A second question: "Is it a long pencil?" or, "Is it a short pencil?", will allow them to be certain of which object is the "secret". Had they begun by asking "Is it long?", they would have solved the problem in one guess more or less accidently; however, had they asked, "Is it short?", there would still be three alternatives. A next question, "Is it blue?", leaves two remaining choices and requires a third question. In other words, some question-asking strategies are more efficient than others. Help the players realize this by discussing which items are still possible and which are surely eliminated by each question.

b) In selecting the objects for Detective, it is important to take into account the level of the children and their familiarity with the activity. When first introducing the game, use four familiar objects that are somewhat similar, but also have significant differentiating details. As the players become more skillful, the similarity between the objects can be increased. The number of objects may also be increased.

c) In Detective, players can only ask closed questions; questions which can be answered by "yes"

or "no". In the other CONVERSATION GAMES, the players have been encouraged to ask open-ended questions. Point this out to the children.

9. WALKING TELEPHONE

Everyone has been in a situation where precise communication was absolutely necessary. Unclear or misunderstood communication can cause many problems. People get lost because they don't understand the directions which were given to them. A dish is ruined because the recipe wasn't clear. Precise communication depends both on the accurate "sending" and "receiving" of messages.

This PEOPLE TIME game encourages players to transmit information precisely, even when conditions make it hard to do so. Walking Telephone creates an obstacle, whispering, in order to give the players practice in being precise in less-than-ideal circumstances.

LEARNING OBJECTIVES

To transmit verbal information clearly and accurately to another person.

GAME MATERIALS

A set of number tags used to assign a number to each player. The tags should hang or pin on to the players' clothing. There must be a number for each player. Letters can also be used.

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DANIEL PINKNEY

GAME DIRECTIONS

1. Each player picks a tag and puts it on where it can be seen by the other players.

2. The players stand or sit in a random arrangement.

3. Player #1 makes up the message to be sent over the telephone.

4. Player #1 finds Player #2 and whispers the message to her. Player #2 whispers the message back to #1. If it is correct, Player #1 says, "Okay" or "Go on." If it is not, Player #1 whispers it again until Player #2 is able to repeat it back accurately. If Player #2 does not understand Player #1, he should whisper "What did you say?" or "Say it again." until he is satisfied that he has heard it correctly and is ready to whisper it back for confirmation.

5. Player #2 finds Player #3 and whispers the message to him. Player #3 repeats the confirmation procedure.

6. The final player to receive the message announces it to the whole group. Player #1 must say whether it is the same message he started. If it is, all players should be congratulated; if it is not, starting backwards from the highest numbered player, Player #1 should ask each in turn, "What did you think the message was?" The group should find out where "the wires got crossed" (i.e., how the error(s) came about).

SAMPLE GAME

The message is "Hot dogs for Lunch."

Player #1 whispers to Player #2: *"Hot dogs for lunch."*

Player #2 whispers back to Player #1: *"Hot dogs punch."*

Player #1: *"No. I said 'Hot dogs for lunch.' Now whisper it back to me."*

Player #2 to Player #1: *"Hot dogs for lunch."*

Player #1: *"Okay. You can go on."*

Player #2 whispers the message to Player #3, etc.

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Discuss some real life situations in which accurate communication is important so that players get a feel for the idea behind Walking Telephone.

   b) Have the children dramatize a situation in which they are not sure what someone has said and have to ask that the message be repeated. For example, they can make believe they are trying to find the principal's office on the first day in a new school. The class should think of other situations to dramatize.

2. Other Hints

   a) Players may be embarrassed to ask that the message be repeated more than once. It is important to emphasize the need for accuracy and to reassure the players that it is desirable to ask again and again until that accuracy is attained.

   b) If the final message is inaccurate, it is necessary to trace it backwards to find the sources of error. It is crucial to always focus on the message not on the fault of an individual message sender or receiver. The goal is for the group to work together to transmit the message accurately.

c) In the beginning it is easier to use short messages on familiar topics, e.g., "Today is sunny." or "Hello, how are you?"

10. THE BAG

Asking questions is a way to gather information in order to solve a problem. After the questions have been answered, the information has to be integrated and a conclusion reached. The Bag is a beginning exercise in developing strategies for asking questions and then combining the answers to solve problems.

LEARNING OBJECTIVES

To ask inductive questions.

To recall the questions asked and their answers.

To draw inferences from the answers given.

To cooperatively develop several hypotheses or guesses based on the information given.

GAME MATERIALS

A bottle.

A paper or cloth bag with "THE BAG" printed on it.

An object to hide in the bag.

GAME DIRECTIONS

1. Everyone sits in a circle.

2. One person spins the bottle to find the "first" player. The other children cover their eyes while he selects an object and hides it in the bag.

3. The players open their eyes. The person who hid the object calls on the other players to ask him what is inside the bag. Only questions which can be answered by "yes" or "no" can be asked.

4. After all the children have asked a question and had it answered, they discuss what they have learned and make three guesses about the contents of the bag. They check their guesses by looking at the objects in the bag.

5. The player who hid the object then spins the bottle to find the next player to hide an object. The game can continue until each player has had a turn hiding an object in the bag.

SAMPLE GAME

Carolyn, a first grader, has hidden a piece of yellow chalk in the bag. The players know she has hidden something from their classroom.

Player #1:	*"Is it a toy?"*
Carolyn:	*"No."*
Player #2:	*"Is it something to read?"*
Carolyn:	*"No."*
Player #3:	*"Can you write with it?"*
Carolyn:	*"Yes."*
Player #4:	*"Does it come in different colors?"*
Carolyn:	*"Yes."*
Player #5:	*"Can you erase the marks it makes?"*
Carolyn:	*"Yes."*
Player #6:	*"Can you break it in half easily?"*
Carolyn:	*"Yes."*

The players discuss what they have learned and guess that the object in the bag is a pencil, a piece of chalk, or a crayon. They then check by looking in the bag. WERE THEY RIGHT?

HINTS FOR THE TEACHER

1. Introductory Activities

   a) The children may need practice in asking questions which help them classify the object. (e.g., If the children think that a book is what is hidden in the bag, they should ask the question, "Can you read it?" rather than, "Is it a book?"). Place an object where everyone can see it and have the group decide in what category or categories it belongs.

2. Other Hints

   a) The player who has hidden the object can look in the bag at any time during the game to check his or her answers.

   b) After the children have guessed what is in the bag, they should check the clues given with the actual object. There must be a real object in the bag. The clues given should match the object.

   c) If one player has difficulty answering questions alone, two players may hide the object in the bag and answer questions about it.

   d) The clues can be written down as they are given and reviewed before the group makes its guess.

   e) The strategy in this game involves building new questions on the information obtained from the

previous questions and answers. This helps develop an ability to spot inconsistencies and recognize the need for further clarification.

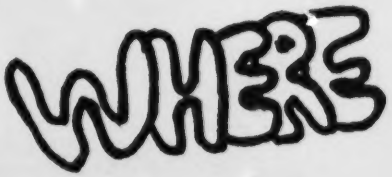
11. INFORMATION QUESTION DICE

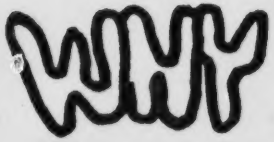
It is good to know how to ask questions that will help find out needed information. Information Question Dice helps the players cooperatively develop a list of questions about a selected topic. The topic may be general or specific. The questions may be used to begin a unit of study, precede a trip or interview, reinforce the comprehension of a story, or organize research projects.

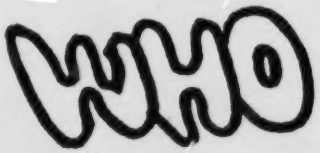
LEARNING OBJECTIVES

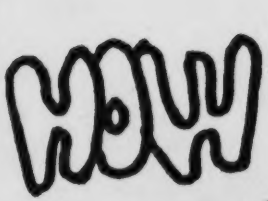
To cooperatively develop a set of questions about a specific topic.

To ask questions beginning with specific words.









GAME MATERIALS

Three dice with the following words written on them.

#1: Why, What, Where, Who, How, When

#2: Can, Was, Does, Do, Is, Will

#3: Should, If, Which, Would, Could, Have

GAME DIRECTIONS

1. Everyone sits in a circle.

2. The players can decide on the topic about which the questions will be asked or it can be given to them.

3. The first player rolls one die and reads aloud the question word which appears on the top of the die. The player then asks a question which begins with that word about the chosen topic (e.g., Topic: Plants Word on die: Do. Question: Do all plants need sunlight to grow?)

4. A player can be assigned the job of Recorder and write down each question as it is asked or an adult can write down the questions for the children.

5. The first player passes the die to the player on the left who rolls it, reads the question word and asks another question.

6. If a question which has already been asked is repeated, the group should ask the player to give another question beginning with the same word. If a player can't think of a question, he or she should ask the other players for help.

7. The game continues until each player has asked at least one question.

NOTE: The questions are not answered as part of the game. The object of the game is to develop a list of questions. Players should find the answers to their questions later in a follow-up activity.

SAMPLE GAME

These questions were developed by a second grade class in New York City before taking a trip on the Staten Island Ferry. During the trip the class found the answers to the questions by observing and talking to the ferry's crew.

1. Why is there a ferry?
2. What does this ferry have that other boats don't have?
3. What can we do on the ferry?
4. Who is the captain?
5. How do we get off the ferry?
6. How does the ferry move?

HINTS FOR THE TEACHER

1. Introductory Activities

   a) The children must have some general ideas about what kinds of things they can learn. Review what the children already know about the topic and explain that the questions they ask should be about information that they would like to find out.

   b) Thinking of questions which start with a particular word may take practice. Have the children throw the die and think of several questions which start with the word on top of the die. This skill was used in Conversation Question Dice.

2. Other Hints

   a) The question words on the dice get more difficult from Die #1 to Die #3; introduce the activity with Die #1.

   b) The players must be able to read the question words on the dice in order to play this game. If necessary an adult can write down the questions for the group.

   c) Players should be given a chance to find the answers to the questions they develop at a later time.

12. STARTING FROM THE ANSWER

Thinking backwards is not as silly as it sounds. How many times have you found yourself in the middle of a situation and asked, "How did all this get started?" In Starting From the Answer, the answer is given; the question must be found. This is a switch from the usual sequence in which a question is asked and then the answer is given. It's not as easy as it sounds. Once the players get the hang of it, it can be a really fun exercise in logical thinking.

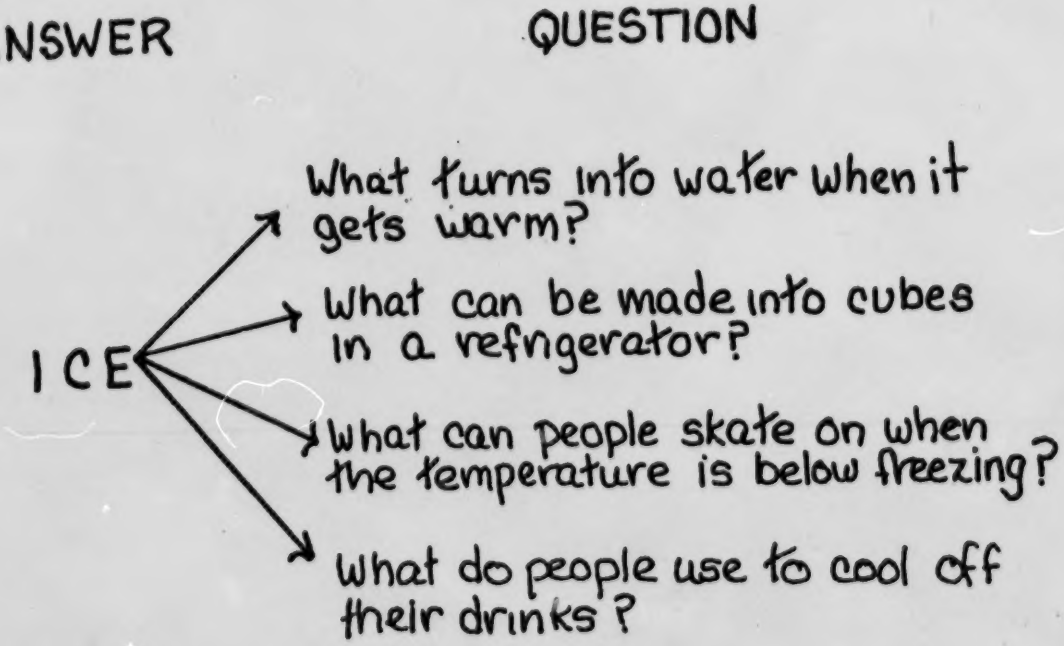
LEARNING OBJECTIVES

To reason deductively.

To recognize that a given answer may apply to more than one question.

GAME MATERIALS

A bottle.


ANSWER
QUESTION
ICE
What turns into water when it gets warm?
What can be made into cubes in a refrigerator?
What can people skate on when the temperature is below freezing?
What do people use to cool off their drinks?

GAME DIRECTIONS

1. Everyone sits in a circle.

2. One person spins the bottle to find the starting player.

3. The starting player gives the group an answer. It may be a word, a phrase, a statement, the name of a person, a place, etc., and asks the group, "What are some questions for this answer?"

4. The first player calls on each member of the group to give a question for which the answer is correct. The group can decide whether the question is an appropriate one by asking the question and then following it by the answer. If the question is not correct, the player should try again or ask for help from the other players.

5. When the group can think of no more questions, the first player spins the bottle to find the next player who gives a new answer. The game can continue until every player has had a turn to give the group an answer.

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SAMPLE GAME

Player #1:	*"The answer is red." "What are some questions for that answer?"*
Player #2:	*"What color is your sweater? Is that right?"*
Group:	*"Yes."*
Player #3:	*"What color is blood? Is that correct?"*
Group:	*"Yes."*
Player #4:	*"Is there red in a rainbow? Am I right?"*
Group:	*"No. The answer to that question can't be red. Say it another way."*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) To introduce the game to young or inexperienced players, give them a complete sentence and then ask them one question for which the sentence could be an answer. E.g., The answer is: "We went to the airport. What is a possible question?" The question might be: "Where did we go yesterday?" This will give the players practice in thinking backwards.

2. Other Hints

   a) Suggest that players review what they know about an answer before they attempt to think of possible questions. For example, if an answer is an object, have them think of many uses for that object. E.g., The answer is "spoon". Thinking of the ways a spoon can be used, will help them think of some questions: "What can you stir with?" "What can you measure with?" "What do you eat soup with?"

13. MY FEELINGS

It is important to be able to share one's own feelings with others. My Feelings gives the players a chance to describe their own experiences in detail. It helps develop an awareness of the power of words to create sensory impressions and to communicate feelings.

LEARNING OBJECTIVES

To describe an emotional experience.

To communicate personal feelings.

To understand another person's feelings.

GAME MATERIALS

A bottle.

GAME DIRECTIONS

1. Everyone sits in a circle.

2. One person spins the bottle to find the starting player.

3. The other players close their eyes while the first player describes a situation which caused him or her to have strong feelings.

4. When the player is finished, he or she asks the group, "How do you think I felt?"

5. The other players open their eyes and state all of the different kinds of feelings they believe the player may have had.

6. The player should confirm or deny the group's guesses and go on to explain the outcome of the event.

7. The game can continue until each player has had an opportunity to share an experience. (Players should not feel forced to tell about their feelings. Do not insist that children participate or reprimand them for not participating. Better results will be obtained if the players are allowed to join in as they wish.)

SAMPLE GAME

Player #1: *"I was at the beach and got hungry. I found the hot dog man and paid him for a hot dog, but the man didn't give it to me. He said I didn't give him any money. How do you think I felt?"*

Group: *"Angry." "Confused."*

Player #1: *"Then the man said he had made a mistake and gave me my hot dog. How did I feel?"*

Group: *"Glad."*

Player #1: *"Right."*

Player #2: *"I was in school and left my desk to get a drink of water. I left my books and papers on top of my desk. When I got back all my papers were gone. How do you think I felt?"*

Group: *"Sad." "Angry." "You wondered who took them."*

Player #2: *"All of those. Then I found them inside my desk. How did I feel?"*

Group: *"Happy." "Embarassed." "Silly."*

Player #2: *"Yes. I was glad to see them though."*

HINTS FOR THE TEACHER

1. Introductory Activities

   a) Introduce My Feelings by telling the children that this is a game about feelings. Give some personal examples of feelings and the situations that evoked them. Ask the players to describe some strong feelings they may have had, and the situations that led to them.

   b) Photographs, paintings, or other materials that express emotions may be used to generate conversations about feelings.

2. Other Hints

   a) Keeping the eyes closed during the telling of an experience seems to create an empathetic mood; opening them during the "How did I feel?" part helps to create a feeling of shared experience.

   b) When a teacher models telling an experience it should be one to which the children can relate, possibly, one which happened when the teacher was a child.

   c) Be sure the children have a chance to confirm or deny the feelings the other players attribute to them. If they are wrong, the players may wish to explore why they didn't understand the feelings the person had.

   d) Emphasize that there is no such thing as a "wrong" feeling. Never make statements like, "You shouldn't feel that way."

CONTENT APPLICATIONS

All the PEOPLE TIMES games can be used with a variety of curriculum content. At first, as shown in the SAMPLE GAMES, they should be played using familiar material so that everyone can become comfortable with the game procedures. Once a game is learned, however, the game content should be correlated with current academic objectives. Following are examples of ways in which different content can be used in the PEOPLE TIMES games:

GAME	CONTENT	EXAMPLE
LOOK	An object, picture, chart, etc. related to any topic can be used as the subject of Look.	Science---Vehicles A picture of a bicycle is used. Question 1: How many wheels does it have? Question 2: What color is it?
NEIGHBOR	The questions asked can relate to any topic.	Arithmetic---Addition facts. Question 1: What numbers added together equal ten? Neighbor 1: Five and Five equal ten. Neighbor 2: Six and four equal ten. Neighbor 3: Nine and one equal ten.

GAME	CONTENT	EXAMPLE
SPIN THE QUESTION	The two related questions can deal with any topic.	Health---Nutrition Question 1: What vitamin is in orange juice? Question 2: Why is Vitamin C good for you?
YESTERDAY	The questions and answers can relate to any specific topic.	Social Studies---Our Neighborhood Each child begins his or her description with "Yesterday on my way home from school, I saw ..."
SAME/DIFFERENT	Any two objects or pictures, etc., can be the subjects of the game.	Science---Plants An apple tree is compared with a rosebush. (After acquiring skill at this game, items which cannot be observed directly such as two stories or two historical personalities can be compared).
DETECTIVE	Similar objects or pictures for comparison can be related to any specific topic.	Science---Animals The "mystery" is one of five different animals. The "Detectives" must ask questions which discriminate between them.

GAME	CONTENT	EXAMPLE
WALKING TELEPHONE	The message to be passed on may be about any specific topic.	Mathematics---Geometry The message must relate to a geometric shape. (e.g., "A triangle has three sides.")
THE BAG	An object or picture to be hidden in the bag can be related to any topic or category.	Social Studies---Housing A picture of an igloo is put in the bag. Players ask questions about different kinds of housing.
INFORMATION QUESTION DICE	The question to be developed may relate to any topic.	Reading---Book Reports Information Question Dice can be used to develop a list of questions to be answered about a book (i.e., What happened in the story? Who did you like best? How does the story end? etc.).
STARTING FROM THE ANSWER	The answers given can relate to any specific topic.	Social Studies---Famous Black Americans The answers used are the names of famous Black Americans. Answer: Harriet Tubman Question: Who helped many slaves escape to freedom? Question: Who said, "I never lost a passenger?"

GAME	CONTENT	EXAMPLE
MY FEELINGS	Descriptions of experiences from any specific time or place can be used.	Social Studies---Travel Players describe experiences and feelings they have had while traveling. After acquiring skill here, this game can be used as a role-playing exercise. Players can attempt to describe the feelings of historical characters, etc.

CONVERSATION GAMES IMPLEMENTATION CHECKLIST

The checklist which follows was developed to help teachers use the CONVERSATION GAMES effectively with their children. It can be used for self-evaluation or for observation by another person. The corrective procedures contain suggestions and the reasons for changing each "no" on the checklist to a "yes".

CONVERSATION GAMES IMPLEMENTATION CHECKLIST

Teacher_____

Date_____

FOR TEACHERS

		YES	NO
1. The material needed to play the game are prepared and available.	1.		
2. All players including the teacher are seated in the same way.	2.		
3. All players can see each other.	3.		
4. Introductory activities are used when necessary.	4.		
5. The teacher models and supports a relaxed conversational style.	5.		
6. The teacher avoids repeating what the other players say.	6.		
7. The rules for playing the game are followed.	7.		
8. The game is used to teach or reinforce content related to classroom objectives.	8.		

FOR PLAYERS

9. The players know the name of the activity.	9.		
10. The players look at each other when speaking.	10.		
11. The players call on each other for questions or comments.	11.		

12.	The players ask each other to repeat or speak louder if they haven't heard what was said.	12.
13.	The players ask each other for help if they need it.	13.
14.	The players help each other when asked.	14.
15.	If a player does not follow the rules, the other players assist him.	15.
16.	The players give each other positive feedback whenever appropriate.	16.
17.	Transfer of control is achieved; the children are able to play the game without adult supervision.	17.
18.	The players choose the game the group will play, by using a spinner, by voting or by some other means.	18.
19.	The players choose the content for the game.	19.
20.	The players can show a newcomer how to play the game.	20.

CORRECTIVE PROCEDURES

The corrective procedures below contain suggestions for transforming a "no" on the checklist to a "yes." The rationale for each item is given to help serve as a guide for devising other corrective techniques.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
1. The materials needed to play the game are prepared and available.	1. This is a good management procedure. The children's interest will be lost if they have to wait while the teacher gathers the necessary materials.	1. Read the game directions carefully. Prepare the materials and have them readily available before the children gather to learn the game.
2. All players, including the teacher, are seated in the same way.	2. When adults are seated in a different way from the children (on tall chairs when the children sit on little chairs, or seated in chairs when the children are on the floor) it creates a psychological distance between them and tends to increase the likelihood that children will speak only to the adults and ignore their peers.	2. Suggest that everyone sit in a circle, in chairs or on the floor. Explain that it is important for everyone to be able to see each other and that it helps the whole group to share equally in a conversation if seated in the same way.
3. All players can see each other.	3. People tend to be more involved and are more likely to remain interested when they can see those with whom they are speaking. Looking at the person who is speaking increases the	3. Rearrange the space and/or furniture. Perhaps the group is too large. Sitting in a circle is a good device for insuring eye contact and visibility. Play seated on the floor.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
	likelihood that a message will be received accurately.	
4. Introductory activities are used when necessary.	4. The children may need to review or learn certain skills before they are able to benefit from a particular game.	4. Read the introductory activities carefully. Review the learning objectives listed for each game.
5. The teacher models and supports, a relaxed conversational style.	5. Children learn by observing the actions of others. They are more likely to do something if they see a teacher or other adult do it.	5. Remember that the CONVERSATION GAMES are meant to be fun to play. The teacher should be familiar and comfortable with a game before introducing it to children.
6. The teacher avoids repeating what the children say.	6. If the teacher repeats what each player says, the players will get the message that they cannot speak to the whole group directly. The teacher is, by her behavior, saying, "No one will hear you or pay attention to you unless I deliver your message for you." Repeating encourages the players to address all their remarks to the teacher rather than to each other. It encourages children to think that what they themselves say to their peers is of less importance.	6. Repeating is a common habit that may be difficult to change. Whenever the impulse to repeat occurs, try to make a reinforcing comment instead. For instance, instead of repeating a question that a player has asked, say, "That's a good question." Repeating is often done without being aware of it.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
7. The rules for playing the games are followed.	7. The games have been developed to accomplish specific educational objectives. Vary the rules only after the basic format is well understood.	7. Review the rules for each game before presenting it to the players.
8. The game is used to teach or reinforce content related to classroom objectives.	8. The CONVERSATION GAMES were developed to help adults and children use conversation as a tool for academic instruction. Once they are familiar with the interaction patterns, the conversational techniques should be used to teach and reinforce new academic content.	8. Review the learning objectives listed for each game as well as the Content Applications at the back of the manual.
9. The players know the name of the activity.	9. A person can do something perfectly well without being able to label it; however, the names will help the children distinguish one activity from another.	9. Tell the players the names of the game each time you use it.
10. The players look at each other when speaking.	10. Looking at the person to whom one is speaking encourages that person to respond directly to the speaker. It is more personal than a look-off-into-the-air gaze.	10. Model this behavior. Look at the person to whom you are speaking. Call the player by name to help focus her attention. Remind the players to look at each other when they are asking for or giving feedback.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
11. The players call on each other for questions or comments.	11. In a conversation the responsibility for both questions and statements should be shared among all participants.	11. Model this behavior. Encourage the players to call on each other by name. Expect the children to be able to act as leaders once they are familiar with a game.
12. The players ask each other to repeat or speak louder if they haven't heard what was said.	12. Communication involves both "sending" and "receiving" of messages. It must always be carried out in reference to other persons. If the speaker isn't understood, communication is not effective.	12. Model this behavior. If it seems that the players have not understood what another has said, encourage them to ask the player to repeat it.
13. The players ask each other for help if they need it.	13. Learning is an interdependent process. People learn primarily through interaction with each other. If the players feel a part of a supportive and cooperative group, they will have few problems asking for assistance.	13. Model this behavior. As you introduce the games ask the other players for help.
14. The players help each other when asked.	14. The CONVERSATION GAMES are structured to be played cooperatively. This means that the players work together to meet the game objectives. Cooperation enhances the communication of ideas.	14. Model this behavior as you play the games by offering the other players help when needed.

ITEM	RATIONALE	CORRECTIVE PROCEDURE
15. If a player does not follow the rules, the other players assist him.	15. See Items 13 & 14.	15. See Items 13 & 14.
16. The players give each other positive feedback whenever appropriate.	16. A supportive positive atmosphere encourages learning.	16. Model this behavior by being cooperative and supportive rather than punitive. Focus on the positive rather than on what is wrong. Praise children for trying.
17. Transfer of control is achieved; the children are able to play the game without adult supervision.	17. Children should be helped to develop a sense of responsibility for their own learning including making decisions, taking action and evaluating its results.	17. Review checklist items 1 - 16. These procedures will help the children develop the management skills necessary to play the games independently.
18. The players choose the game, the group will play by using a spinner, by voting or by some other means.	18. Learning is enhanced when the learner chooses what he will do.	18. Show the players how to use a PEOPLE TIMES spinner described on page 11.
19. The players choose the content for the game.	19. See Items 17 & 18.	19. Allow the players to assist in selecting the game content.
20. The players can show a newcomer how to play the game.	20. One must be thoroughly familiar with an activity before being able to teach it to others. This is the last step in transferring control to the children.	20. Teach the games by participating and modeling the role of a player. Give the players many opportunities to act as game leaders.

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